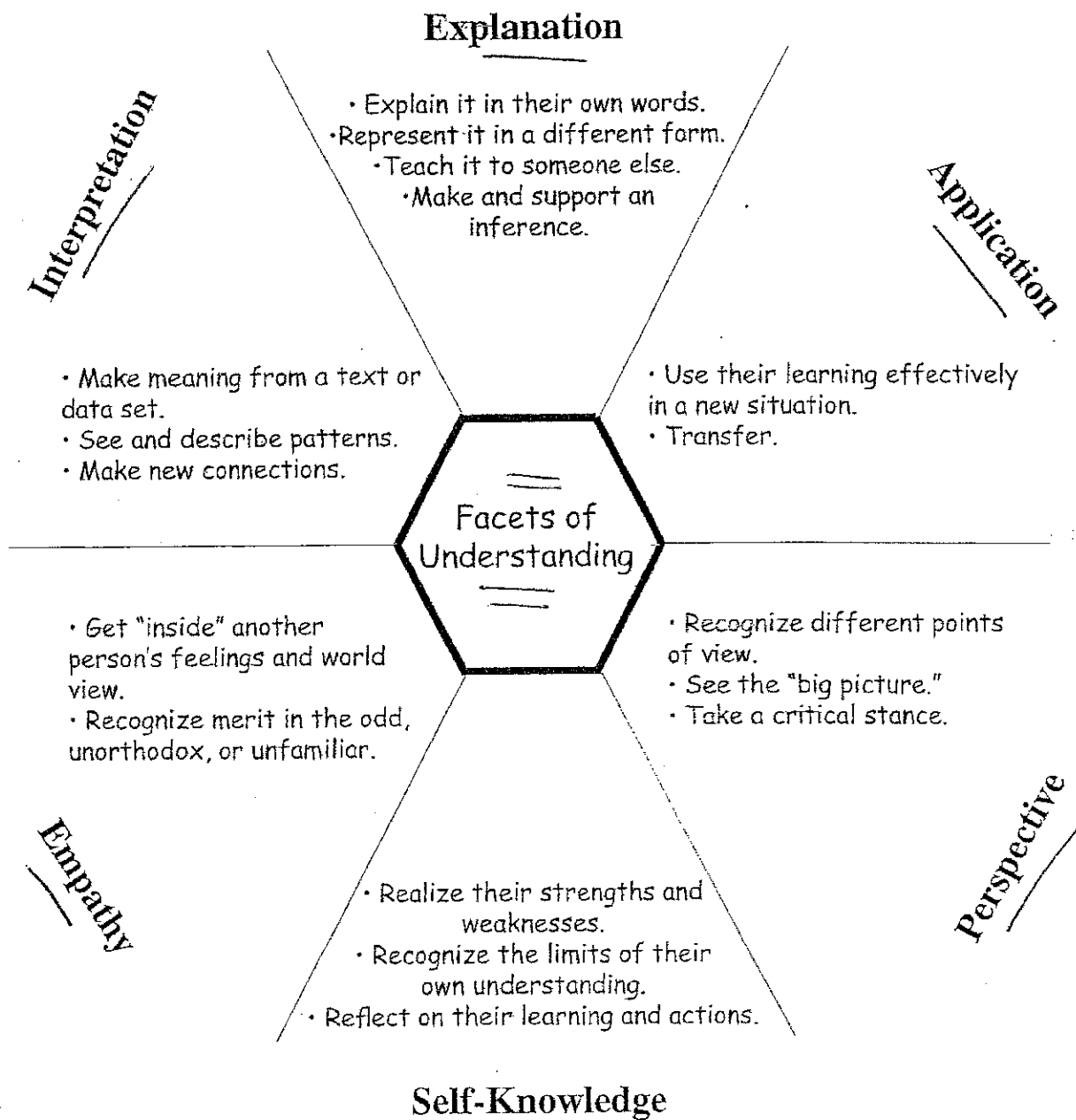


The Facets of Understanding

The facets of understanding provide *indicators* of understanding and thus can be used to select or develop assessments. *If someone really understands something, they can...*



Questioning for Understanding using the Facets

Explanation

What is the key idea in _____?
What are examples of _____?
What are the characteristics/parts of _____?
How did this come about? Why is this so?
What caused _____? What are the effects of _____?
How might we prove/confirm/justify _____?
How is _____ connected to _____?
What might happen if _____?
What are common misconceptions about _____?

Interpretation

What is the meaning of _____?
What are the implications of _____?
What does _____ reveal about _____?
How is _____ like _____ (analogy/metaphor)?
How does _____ relate to me/us?
So what? Why does it matter?

Application

How and when can we use this (knowledge/process)?
How is _____ applied in the larger world?
How might _____ help us to _____?
How could we use _____ to overcome _____?

Perspective

What are different points of view about _____?
How might this look from _____'s perspective?
How is _____ similar to/different from _____?
What are other possible reactions to _____?
What are the strengths and weaknesses of _____?
What are the limits of _____?
What is the evidence for _____?
Is the evidence reliable? sufficient?

Empathy

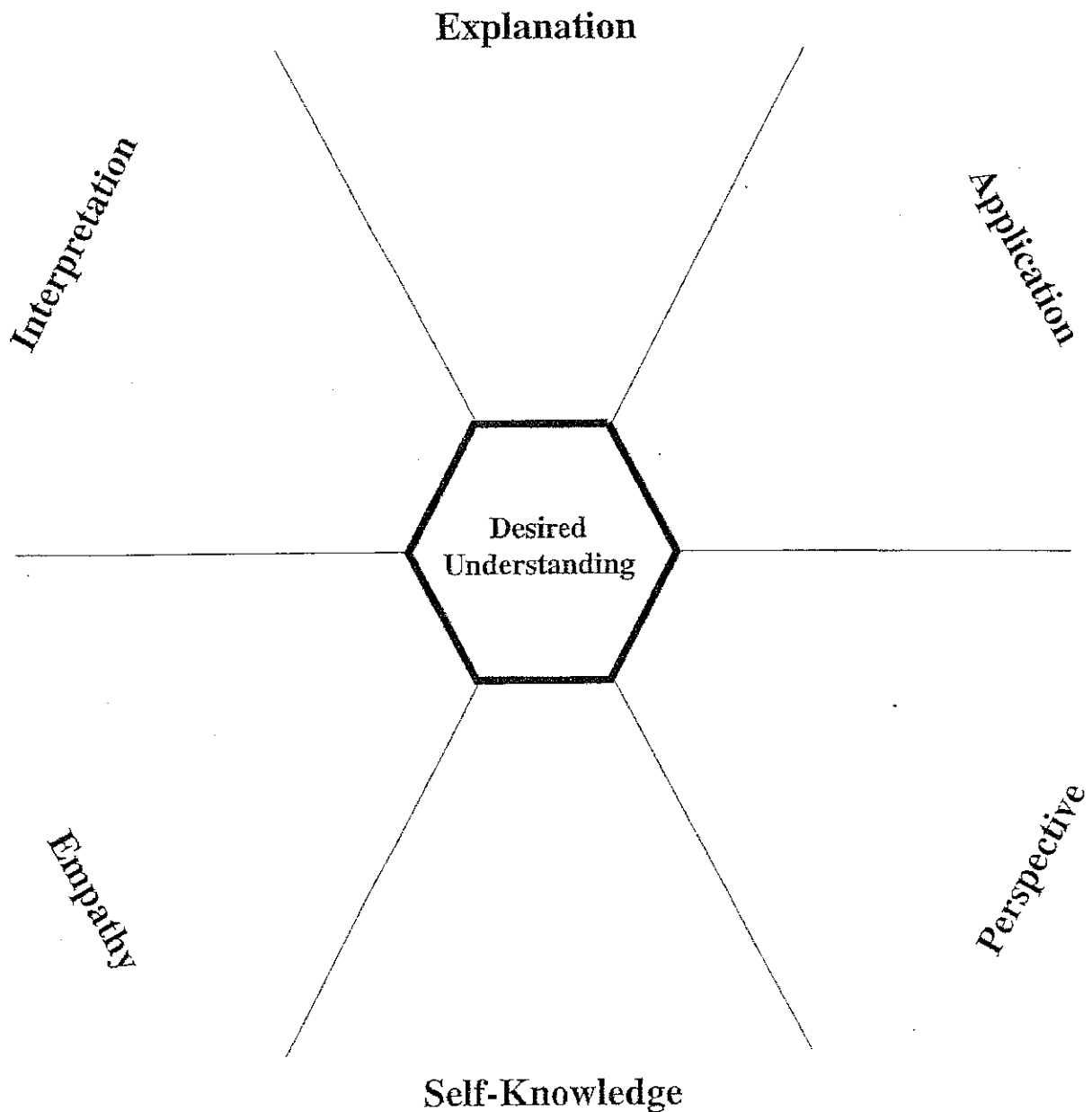
What would it be like to walk in _____'s shoes?
How might _____ feel about _____?
How might we reach an understanding about _____?
What was _____ trying to make us feel/see?

Self-Knowledge

How do I know _____?
What are the limits of my knowledge about _____?
What are my "blind spots" about _____?
How can I best show _____?
How are my views about _____ shaped by _____
(experiences, habits, prejudices, style)?
What are my strengths and weaknesses in _____?

Brainstorming Assessment Ideas Using the Facets

Use the six facets of understanding to generate possible ways in which students might reveal understanding.



Performance Verbs based on the Six Facets of Understanding

Consider the following “performance verbs” when planning possible ways in which students may demonstrate their understanding.
(See the design tool on the next page.)

<u>explain</u>	<u>interpret</u>	<u>apply</u>	<u>perspective</u>	<u>empathy</u>	<u>self-knowledge</u>
demonstrate derive describe design exhibit express induce instruct justify model predict prove show synthesize teach	create analogies critique document evaluate illustrate judge make sense of make meaning of provide metaphors read between the lines represent tell a story of translate	adapt build create decide de-bug design exhibit invent perform produce propose solve test use	analyze argue compare contrast criticize infer	be like be open to believe consider imagine relate role-play	be aware of realize recognize reflect self-assess

Generating Assessment Ideas Using the Facets

Stage 1	Stage 2	so, the assessments need to require something like...	
If the desired result is for learners to...	then, you need evidence of the student's ability to...		
<p><i>understand that:</i></p> <ul style="list-style-type: none"> Price is a function of supply and demand. 	<ul style="list-style-type: none"> - <i>explain...</i> why similar items might command very different prices based on supply/demand - <i>interpret...</i> data on prices (e.g., changes in prices for the same item over time) - <i>apply, by...</i> setting the right prices for items to be sold - <i>see from the points of view of...</i> buyers and sellers of the same commodity - <i>empathize with...</i> the inventor of a new product, trying to set a price a buyer who has been "taken" - <i>overcome the naive or biased idea that...</i> commodities have an inherent value or fixed price - <i>reflect on...</i> the influence of "sale prices" on your buying habits 	<ul style="list-style-type: none"> Provide an oral/written explanation of why prices of specific items vary (e.g., Beanie babies, ski lift tickets) as a function of supply and demand. Develop a Power Point presentation to explain fluctuations in prices over time (e.g., for gasoline or housing). Conduct consumer research in order to establish prices for a school store or fund raiser. Role play a buyer-seller negotiation at a flea market, garage sale, or on E-Bay to illustrate different perspectives on price. Write a simulated journal entry as a (consumer, inventor, merchant, etc.) to reveal his/her thoughts and feelings regarding transactions. Describe a specific case where you (or someone else) came to understand that commodities do not have an inherent value or fixed price. 	
<p><i>and thoughtfully consider the question(s)...</i></p> <ul style="list-style-type: none"> What determines how much something costs? What's a "good" price? 			

Generating Assessment Ideas Using the Facets

Stage 1	Stage 2	
If the desired result is for learners to...	then, you need evidence of the student's ability to...	so, the assessments need to require something like...
	- explain...	
	- interpret...	
	- apply, by...	
	- see from the points of view of...	
	- empathize with...	
	- overcome the naive or biased idea that...	
	- reflect on...	

Creating Cornerstone Assessments Tasks: Idea Starters in Social Studies

Evaluate historical claims or interpretations based on: <ul style="list-style-type: none">o Primary source evidenceo Secondary source evidenceo Personal opinion	<u>Task Ideas</u>
Critically analyze current events/ issues <ul style="list-style-type: none">o Summarize/ compare key pointso Analyze causes and effectso Identify points of view and potential biaso Debate possible courses of action	
Make predictions for current or future events or issues based on understanding of historical patterns.	
Make informed decisions using critical thinking and understanding of historical patterns.	
Act as a responsible citizen in a democracy (e.g., stay informed, study issues, participate in community events, vote).	
Other: _____ _____	